

Bullion Lane
Primary School



MFL Policy

Intent

This document reflects the values and philosophy of Bullion Lane in relation to the teaching and learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

This document relates mainly to pupils in Key Stage 2 and is grouped into LKS2 and UKS2. Children in the KS1 and Foundation have no legal requirement to learn a language but Bullion Lane School introduce languages in these year groups so children have an early exposure to prepare them for learning in KS2. The language elected by the school is French.

This policy is intended for all teaching staff and staff with classroom responsibilities, the School Governors, parents, inspection teams and Durham LA.

This policy document, after presentation to, and agreement by, the staff and Governing Body, is available to all teaching and non-teaching staff and the School Governors.

MFL is a non-core Foundation subject within the National Curriculum. The aims of teaching a language are consistent with Bullion Lane's philosophy and take account of the National Curriculum.

The main aim of learning French is to develop a love of languages, to expand their knowledge of other countries, culture and people.

Implementation

Lessons are sequenced to ensure learning is considered and opportunities for revision of language and grammar are built in.

Lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is included in display materials and additional resources so that children have opportunities to repeat and revise their learning.

Breadth of Study

Key Stage 1

Since September, 2014, the teaching of a Modern Foreign Language at KS2 became **a statutory requirement** but not for KS1 and Foundation.

Key Stage 2

During Key Stage 2, pupils should be taught the knowledge, skills and understanding through a range of speaking, listening and writing activities. They should respond to a range of conversations, engage in conversation and show understanding by joining in by working on their own, in groups and as a class.

Throughout LKS2 and UKS2 there should be progression. By the end of Key Stage 2, the performance of the great majority of children should be within national expectation.

Curriculum and School Organisation

In order to achieve the aims outlined, the teaching of MFL at Bullion Lane organises French into a combination of units and topics as laid out in the Twinkl scheme of work working alongside our cross curricular topic cycle. Subject planning and evaluation for MFL work is usually incorporated into Year Group planning and evaluation each term or half-term. This is seen in teachers' half-termly foundation plans. Planning and evaluation of work in MFL is undertaken on a unit basis by the class teacher in conjunction (if different) with the session leader and can be seen in the medium-term plans.

The Curriculum

Subjects covered over a two year rolling programme are:

MFL (French) Long Term Planning

Year 6

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|-------------------|----------------------------|----------------------------|----------------|------------|
| Let's visit a French town | Let's go shopping | *Cultural research/project | *Cultural research/project | This is France | All in day |
| Units found in Twinkl year 6 | | | | | |
| *Term time to research French culture (teacher/pupils' choice) | | | | | |

Year 5

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------------|---------------------|--------------|--------------------|-------------|-----------------|
| Getting to know you | All about ourselves | That's tasty | Family and friends | School life | Time travelling |
| Units found in Twinkl year 5 | | | | | |

Year 4/5 (Two year cycle A or B)

| Autumn 1 A | Autumn 2 A | Spring 1 A | Spring 2 A | Summer 1 A | Summer 2 A |
|---|----------------------|--------------------|-------------------------|-----------------|--------------------------|
| All about ourselves (5) | What's the time? (4) | Going shopping (4) | Family and friends (5) | School life (5) | Holidays and hobbies (4) |
| Units found in Twinkl in either year 4 or 5 | | | | | |
| Autumn 1 B | Autumn 2 B | Spring 1 B | Spring 2 B | Summer 1 B | Summer 2 B |
| Getting to know you (5) | All about town (4) | That's tasty (5) | Where in the world? (4) | On the move (4) | Time travelling (5) |
| Units found in Twinkl in either year 4 or 5 | | | | | |

Year 4

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------------|-------------|----------------|---------------------|------------------|----------------------|
| All around town | On the move | Going shopping | Where in the world? | What's the time? | Holidays and hobbies |
| Units found in Twinkl year 4 | | | | | |

Year 3/4 (Two year cycle A or B)

| Autumn 1 A | Autumn 2 A | Spring 1 A | Spring 2 A | Summer 1 A | Summer 2 A |
|--|------------------|------------------------|--------------------|---------------------|-------------------------|
| Family and friends (3) | Our school (3) | Going shopping (4) | Time (3) | What's the time?(4) | Holidays and Hobbies(4) |
| Units found in Twinkl in either year 3 or year 4 | | | | | |
| Autumn 1 B | Autumn 2 B | Spring 1 B | Spring 2 B | Summer 1 B | Summer 2 B |
| Getting to know you (3) | All about me (3) | Food glorious food (3) | All about town (4) | On the move (4) | Where in the World(4) |
| Units found in Twinkl in either year 3 or year 4 | | | | | |

Year 3

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------|--------------|--------------------|--------------------|------------|----------|
| Getting to know you | All about me | Food glorious food | Family and friends | Our school | Time |
| Units found in Twinkl in year 3 | | | | | |

Include over the year elements of French culture into each term E.g: Tour de France, famous French artists, singers, scientists, authors, where French is spoken in the world, French music, Bastille Day, Tin-Tin, Eiffel tower, Louvre, Asterix the Gaul...

Teaching French at Bullion Lane is primarily a speaking and listening activity, using the resources available for teachers and children, as outlined in the planning. This is supplemented by the internet, CDs, DVD's, interactive whiteboards and, whenever possible, role play.

As a curriculum area, MFL is part of the Humanities Team. One designated member of the team receives any information or resources that arrive in school, but decisions regarding languages, work and the development of the MFL Curriculum in school involves all members of the Humanities Team.

Scheme of Work

Bullion Lane mainly follows the Twinkl scheme of work. Careful attention is made to ensure coverage of all National Curriculum strands, taking into consideration our cross curricular topic cycle where ever possible. Medium term planning is made up of knowledge, skills and key vocabulary.

Mixed-age Classes

Where there are mixed-age classes, work in French is organised in cycles over a two- year period. Close monitoring of learning objectives and differentiation strategies of the individual units within plans is required to ensure that individuals and groups within the class can make the progress appropriate to their age, maturation and previous experience.

Progression and Continuity

Within the Scheme of Work, learning activities are in sequence to ensure continuity and progression. Progress in French can be characterised by the children:

- ◆ being able to listen attentively to spoken language and show understanding by joining in and responding
- ◆ being able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ◆ engage in conversations, ask and answer questions, express opinions and respond to those of others, seek clarification and help
- ◆ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ◆ develop accurate pronunciation and intonation so that the others understand when they are reading aloud or using familiar words and phrases
- ◆ present ideas and information orally to a range of audiences
- ◆ read carefully and show understanding of words, phrases and simple writing
- ◆ appreciate stories, songs, poems and rhymes in the language
- ◆ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary/translator
- ◆ write phrases from memory and adapt these to create new sentences, to express ideas clearly
- ◆ describe people, places, things and actions orally and in writing
- ◆ Understand basic grammar appropriate to the language being studied including (where relevant): feminine, masculine and neuter forms and the conjunction of high-frequency verbs, key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ or are similar to English.

Class Organisation and Teaching Style

Learning a foreign language is seen as having particular links to work in most Curriculum areas, especially geography, PSHE, ICT, English and maths. It provides opportunities for teaching the following aspects:

- ◆ Citizenship
- ◆ European awareness
- ◆ Careers Education
- ◆ Multicultural Education
- ◆ Equal Opportunities

Learning French, and the age and ability of our pupils, requires the following resources: television programmes and recordings, computer-based material, CDs, DVD's, Internet, recording devices, interactive whiteboards, and role play.

Assessment, Recording and Reporting

Assessment is based on a combination of TA and pupil assessment. Records are updated and these should be used to inform the annual report to parents and end of key stage assessments.

Assessment opportunities are identified in each unit of work. At the end of each unit teachers should make note of those pupils who achieve higher or less than the expected level of their age.

By the end of Key Stage 2, the performance of the great majority of pupils should be within national expectation.

Resources and Accommodation

A variety of MFL resources are kept in school. The library houses a selection of French books some in familiar format (The Ugly Duckling - Le Vilain Petit Canard) as well as a smaller selection from other languages including Spanish, Dutch, and Polish. More books as well as games, maps, French articles, flags, schemes of work and translators are kept in the 'Château' which is a learning room found in the garden area which houses the school fish pond. All staff

have access to these resources and this is also where the French Club hold their meetings and activities. In addition there are annual events (French Breakfast morning, French Bakery Day, French Club) to highlight languages, engage pupils and involve parents and family.

INSET Provision

Will be provided when highlighted within the school improvement plan.

Equal Opportunities

All teaching and non-teaching staff at Bullion Lane are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.

Special Educational Needs

All children at Bullion Lane are given the opportunity to develop skills to the very best of their ability. Wherever possible, all children participate in the whole MFL Curriculum. For children who speak English as a second language it is a good opportunity to learn on an even footing with those where English is a first language and age appropriate and/or resources are provided in the child's first language.

Links with Other Areas of the Curriculum

As well as making its own contribution to the school curriculum, learning a language contributes to the wider aims of Primary education. It gives students a wider understanding of their world and a deeper appreciation of other cultures and religious backgrounds. It touches all the subjects in the curriculum as termly planning address all areas of a language and its vocabulary.

Impact

Evaluation is carried out to improve the teaching and learning of French within Bullion Lane. All staff, teaching and non-teaching, appraise the curriculum provision made for French within the school, in order that pupils make the greatest possible progress.

Evaluation includes a regular review of the content of the MFL Curriculum to ensure that National Curriculum requirements are being fulfilled. This involves considering the coverage of Programmes of Study at each Key Stage. Pupils' progress and performance is judged, taking account of factors that might influence this, such as teaching methods, resources, Schemes of Work and accommodation. The organisation of the MFL Curriculum and teaching styles are evaluated regularly.

Evaluation can be by a number of methods, including: the assessment of pupils' work and achievements; the analysis of teachers' planning; discussion amongst groups of staff or all staff; classroom observation, and external inspection and advice.

The Subject leader reports to the governors on progress in teaching and learning.

Monitoring and Evaluation Comments

Signed:.....(Chair of Governors)

This policy will be reviewed every two years.

Next review date: February 2024